



Foundation Stage Cornerstones Curriculum Overview – *Engage, develop, innovate, express!*

Autumn 1	<p>All about me We will really be getting know the children this half term. We will be focusing on what we look like, our body parts and how our body moves. We will be looking at what makes us special and painting a picture of ourselves. We will be learning to use our senses to listen to new sounds through phonics games. We will look at our new classroom environment indoors and outdoors. We will be learning how we can listen and respond to others and listen to instructions. We will be talking about our own families and how they are different.</p> <p>Nursery Rhymes Focus on settling the children into school for the first few weeks by building up their confidence to share songs, stories, rhymes that they already know. Getting to know you: opportunities for the children to share personal stories about their family, friends, likes and dislikes, assessing the children's baseline levels by providing opportunities for the children to explore and experience all curriculum areas.</p> <p>Let's Get Physical We will be concentrating on the Prime area of physical development. From large to fine motor skills both inside and outside the classroom. Playing games, completing challenges and setting goals for ourselves. We will be exploring different ways of moving and travelling</p>			All Prime Areas
			Communication and Language	<p>30-50m</p> <p>Joins in with repeated refrain</p> <p>Responds to simple instructions</p> <p>Uses talk to connect ideas</p>
			Physical Development	<p>30-50m</p> <p>Runs skilfully and negotiates space</p> <p>Moves freely with pleasure and confidence</p> <p>Experiments with different ways of moving</p> <p>Draws lines and circles using gross motor movements.</p>
			Personal, Social and Emotional Development	<p>30-50m</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships</p> <p>Confident to talk to other children when playing</p> <p>Begin to accept the needs of others</p> <p>Identify a place where they feel safe and comfortable.</p> <p>Talk about their home and family.</p>
			Literacy	<p>30-50m</p> <p>Listens to and joins in with stories and poems</p> <p>Listens to stories with increasing attention and recall</p> <p>Sometimes give meaning to marks that they draw or paint</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Joins in with repeated refrains</p> <p>Recognises rhythm in spoken words.</p>
			Maths	<p>30-50m</p> <p>Recites numbers in order to 10 and beyond</p> <p>Compare two groups of objects, saying when they have the same</p> <p>Recognises numerals 1 – 5 and beyond.</p>
			Understanding the World	<p>30-50m</p> <p>Show care and concern for living things and the environment</p> <p>Develop an understanding of growth and decay</p>
			Expressive Arts and Design.	<p>30-50m</p> <p>Beginning to be interested in the texture of things</p> <p>Uses available resources to create props to support role-play.</p> <p>Builds stories around toys...</p>

Autumn 2	Celebrations	ILP Focus	All Prime Areas	
	<p><i>This half term we will be looking at different celebrations and cultural events that are occurring at this time of year including bonfire night, Remembrance Day, Diwali and leading into Christmas.</i></p> <p><i>We will begin with Bonfire night, looking at firework safety and Fireman Sam stories. We will continue thinking about 'people who help us' as we look at Remembrance Day, talking about British Values.</i></p> <p><i>We will play in the role of people who help us both indoors and outdoors, with uniforms, tools and equipment and learning some basic first aid.</i></p> <p><i>We will be learning about the Hindu festival of light 'Diwali', starting with the story of Rama and Sita, and with lots of opportunities for art and decoration making. We will use our knowledge of how people celebrate Diwali to talk about similarities and differences in how people celebrate Diwali and Christmas, sharing our own experiences and traditions.</i></p>	Communication and Language	30-50m Uses talk to connect ideas. Questions why things happen and give explanations. Asks who, what, how? 40-60m Listens and responds to ideas expressed by others in conversation or discussion. Use language to imagine and recreate roles and experiences in play situations	
		Physical Development	40-60m Experiments with different ways of moving. Uses simple tools to effect changes to materials. Begins to form recognisable letters.	
		PSED	40-60m Explains own knowledge and understanding, and asks appropriate questions of others. Confident to talk to other children when playing, and will communicate freely about own home and community. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	
		Literacy	40-60m Hear and say initial sounds in words. Segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
		Maths	30-50m Recites numbers in order to 10 and beyond. Compare two groups of objects, saying when they have the same. Recognises numerals 1 – 5 and beyond.	40-60M Says the number that is one more than a given number. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
		Understanding the World	30-50m Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	40-60m Looks closely at similarities, differences, patterns and change.

